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ABSTRACT

Presented are summaries of 11 selected projects in the areas of language arts, instructional media, simulation, and the valuing process developed during the 1974 summer session of the Teacher Training Institute of the Governor's School (North Carolina) by institute teachers and gifted students. Outlined are language arts projects on the history of English and science fiction used to develop speech and writing skills. A film planned, organized, and illustrated by students from the art and music departments and a videotape correlating all subjects together are cited as instructional media designs. Recommended are the simulation activities of imagining schools in the future and role playing as related to transactional analysis. Discussed are projects which demonstrate the valuing process in the following issues: eugenics, drug use, freedom and authority, capital punishment, and the ideal school. (SB)

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LEARNING THROUGH COLLABORATION

Compiled and Edited by

Mary Henri Fisher

and

Governor's School Teacher Training Institute Teachers
and Governor's School Students

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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State Superintendent of Public Instruction

Theodore R. Drain, Director
Division for Exceptional Children

Division for Exceptional Children
Department of Public Instruction
Raleigh, North Carolina

1975

EC 073 604

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The cover was designed by Pat Bowers

FOREWORD

This is one of a series of yearly publications provided by the outstanding teachers in North Carolina who attend the Teacher Training Institute, the Governor's School of North Carolina. This year's publication is a result of collaborative efforts to stimulate and challenge both teachers of the gifted and their able students in socially and educationally relevant activities. The State Department of Public Instruction is sharing this with administrators and teachers who work with gifted and talented students across our state with the hope that they may find this publication to be just one of the concepts employed to enrich an educational program.

A. Craig Phillips
State Superintendent of Public Instruction

PREFACE

The large number of learning areas in our society moving toward a universal understanding promotes a searching not only for new knowledge in all areas but for effective ways of allowing students to become self initiated learners. With teachers and students becoming researchers together, a more meaningful relationship evolves, and a purposeful process of learning takes place for both.

There are several objectives for this publication from the Division for Exceptional Children. First, it may serve as an initiator to begin programs through which teachers and students collaborate in learning experiences. Secondly, it provided a means for the teachers of the Teacher Training Institute of the Governor's School, the Governor's School students and teachers to come together and experience a sense of equality in the sharing of abilities, expertise, and processes while becoming involved in an area of desired growth.

It is hoped that this publication may be a guideline for further development of the ideas represented through the advantage of the extended period of a school year where elaboration might allow for a more complete product.

Theodore R. Drain

Theodore R. Drain, Director
Division for Exceptional Children

INTRODUCTION

Teachers throughout the past centuries have been considered the storehouses of knowledge, the dispensers of materials, and the source of the location of resources for ideas or projects. With new ideas evolving at such a rapid pace, both the teacher and student must become resources to each other rather than the one-way process of the past. A view of school setting for the twenty-first century lends itself to the pursuit of intellectual skills and abilities through collaborative learning. Teacher and student enter into a mutual adventure in learning, and thus a more humanistic environment is also established.

The 1974 summer session of the Teacher Training Institute of the Governor's School ventured into shared learning experiences between Institute participants and the Governor's School students. Teachers were encouraged to seek students with whom they felt a mutual learning situation could be experienced. Students were encouraged not to expect the teacher to be the only authority in the learning situation. The student also had intellectual skills and abilities that were necessary in a leadership way.

There was a decided interest in the use of media after Mr. Bob Gregory from the State Department of Public Instruction visited and acquainted the teachers with many of his ideas. The video tape recordings and 16 mm film developed during the time are stored at the Gifted and Talented Office and shall be shared with you upon request.

With minor editing, the contributions are as they were presented. There is worth in each depending upon your subject area, the time and resources that you have in your own school system. The most vital ingredient missing within this publication is <u>your</u> creative spirit, to make it your own, and to remold with your own collaborative learners for their and your own learning experience.

The following projects are a few of the products through shared venture developed by Institute teachers and Governor's School students within the five weeks that they were on campus.

An expression of sincere appreciation is due to those who worked under such limited time, the Institute teachers and Governor's School students. To my co-workers, Cornelia Tongue and Libby Broome, a special thanks for the belief that the organization of this material could take place. To our creative secretary, Jane Ferrell, who did a masterful job of compiling these ideas another thanks, as well as to her co-worker, Becky Lucy, for her undying assistance.

And finally, without the support of the State Board of Education, the synergy to put forth the idea of "collaborative learning" could not have come about, nor the dissemination of this publication.

Henri Fisher

GOVERNOR'S SCHOOL TEACHER TRAINING INSTITUTE

Summer, 1974

Director: Henri Fisher, Consultant
Gifted and Talented Section
Division for Exceptional Children

Ball, Revonda Jean
Lejeune High School
Camp Lejeune Schools

Barnes, Ann Yelverton
Goldsboro High School East
Goldsboro City Schools

Beason, Iva Jean
Shelby Junior High School
Shelby City Schools

Boyd, Sherron Winstead
Vinson-Bynum School
Wilson City Schools

Broadwell, Barbara Morgan
Josephus Daniels Junior High School
Raleigh City Schools

Brookshire, Suzanne
Gamewell Junior High School
Caldwell County Schools

Cathey, Mary Anita
Zebulon Elementary School
Wake County Schools

Craven, Nancy S.
Main Street School
Thomasville City Schools

Johnson, Murrell Marlin
T. Wingate Andrews High School
High Point City Schools

March, Viola Tuttle
Josephus Daniels Junior High School
Raleigh City Schools

Mitchell, Robert Allen
Freedom High School
Burke County Schools

Pendley, Lillian Frances S.
East Burke High School
Burke County Schools

Phillips, Cathy Elaine
Ligon Junior High School
Raleigh City Schools

Ponder, Eleanor I.
T. C. Roberson High School
Buncombe County Schools

Poplin, Fred Thomas
Trinity Senior High School
Randolph County Schools

Sadler, John Wavley
Henderson Junior High School
Vance County Schools

Stafford, C. Stewart
Lewis Chapel School
Cumberland County Schools

Thompson, Jerry Frank
Hoke High School
Hoke County Schools

Trexler, Judy H.
Lexington Middle School
Lexington City Schools

Yarborough, Patricia D.
Drexel Elementary School
Burke County Schools

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I. LANGUAGE ARTS

Title: The History of English

Participants: Governor's School Students

Duane Bronson, Onslow County Schools
Mary Jo Clark, Lumberton City Schools
David Foss, Lenoir County Schools
Sheila Smith, Wake County Schools
Samuel Tucker, Hickory City Schools
Spencer A. Wynne, II, Durham City Schools

Teacher Training Institute Teacher

Viola March, Raleigh City Schools

Objectives:

1. The learner will construct a time-line of the chronological development of the English language.
2. The learner will expand expressional fluency and flexibility to communicate more effectively when speaking and writing.
3. The learner will foster convergent thinking skills by structuring words in sentences or illustrated context.
4. The learner will demonstrate his knowledge of the development of the English language by citing specific examples of literary references.
5. The learner will classify twentieth century English by being able to analyze period development.
6. The learner will design greater divergence in communication through imagination with word usage.
7. The learner will organize and structure evaluative thinking skills to distinguish proper levels of language and will discriminate in usage of words.

Process and Materials:

1. The process is to trace the history of language with the spoken (non-written), (1) kinetic, (2) strepital, (3) phatic,* and (4) linguistic phases into written (1) pictograms, (2) ideograms, and (3) phonograms and the present day forms of building a vocabulary with (1) synonyms, (2) antonyms, (3) slang, (4) colloquialisms, (5) idioms, (6) prefixes, (7) suffixes, (8) etymologies, et cetera.
2. Through a simulation the members of the class divided into four groups consisting of (1) agrarian, (2) bankers and merchants, (3) fisherman, and (4) soldiers and formulated their own language through the four aspects of language: (1) kinetic, (2) strepital, (3) phatic, and (4) linguistics.

   Attachment 2 is the simulation the four groups used.

---

*See Attachment 1

Attached is an example of one group's activity as written up by a student.

Attachment 3 is the bibliography of the sources used in the study.

3. Certain members of the class performed a sampling of the slang of the general population of the Governor's School by interview and listening. (See Attachment 4) Also, members of the class recorded their streams of consciousness focused on the theme of the housewife in the dance recital previously attended (Attachment 5). There was class discussion of this.

   Attached are examples of the flow of thoughts produced through this stimulus.

Outcomes and/or "Shortcomes":

1. The outcome was the production of a Teenage Dictionary of the Governor's School of North Carolina--1974 reflecting slang as used on the campus. This reflected a cross-section of language usage in the state.

   Attached is a copy of the teenage dictionary which was compiled.

2. The "shortcome" was inability to hold conferences with the students at the appropriate times in the development of the study. Also, there was a lack of proper time to perfect the final product.

Attachment 1

Phases of Language

Spoken: (Non-written)

1. Kinetic (visual - motion)
2. Strepital (nonverbal auditory)
3. Phatic (grunts and groans, verbal, animal-like)
4. Linguistic (verbal with pattern and structure)

Language Group

Fisherman
Visual kinetic - pantomime

1. let's go - fan hand once towards face
2. boat - rowing motion
3. fishing - casting line
4. fish - wiggle hand in wavy motion
5. sit still - both hands squared forward
6. heat - wipe forehead
7. hunger - hand on stomach
8. let's forget it - fan hand once away from face
9. let's stay - emphatic nod of head
10. get food - cup fingers near mouth

Little Blue Riding Cap
Strepital and phatic

1. cold - brrr
2. danger - gasp

3. love - smooch
4. sleep - snore
5. hear - eh?
6. goddies - slurp
7. fox - whistle and pant
8. big - mmmmmhhh
9. eyes - bonnnggg
10. walk - snap finger in contrasting time

Attachment 2[1]

Phase 1: Visual (kinestics)

Organize into small groups and spend about ten minutes in discussion, making any necessary considerations and asking any questions you think necessary. After ten minutes, and until completion of Phase 1, no one is to utter or produce any sound in any way in an attempt to communicate. You may, however, keep a journal

You are to devise within your group a set of visual symbols which are conveyed only by motions or movements and involve no sound. These symbols are to enable you to communicate as readily and clearly as possible the following:

sickness	hunger	danger
injury	thirst	fear
pain	heat	
	cold	
love	agreement	happiness
affection	disagreement	sadness
friendship	refusal	
hatred	enthusiasm	

quantity and quality

man	animal	cloud	water	
woman	sky	storm	fire	
child	sun	rain	tree	
age	moon	wind	clothing	
stranger	star	food	shelter	
friend				
walk	run	see	hear	
sleep	taste	smell	eat	fall
die	breathe	birth		touch

Make as many sentences as you can, using your new language. Practice until you feel you can effectively communicate within your group. Make whatever entries you think necessary in your journal to help you remember your symbols.

Now, put away all written materials and leave your group. New groups will be formed consisting of one member from each of the old groups. In turn, each of you is to try out his symbol system on the other members of the new group.

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[1]This section, Attachment 2, from Media and Communication by William F. Thomsen. Copyright © 1972 by Harcourt Brace Jovanovich, Inc. Reprinted by permission of the publisher.

After meeting with your new group, record any observations you have made in your journal. Which ideas were easy for you to communicate using your new symbol system? Which were difficult? Where did your greatest problems in communication arise? What similarities did you find in the symbol systems shared in the second group? What seems to have determined the choice of your symbols? What have you discovered about the way in which symbols are originated and used? How effective a means of communication is this nonverbal, nonauditory system?

Phase 2: Nonverbal auditory (strepital)

Return to your original group.

For this experiment, follow the same procedure as you did in Phase 1. The only difference is that this time you may make noise--hand-clapping, slapping, finger-snapping, foot-tapping, whistling--but no articulated sounds.

Create an appropriate accompanying sound for each visual sound you devised in Phase 1.

After your group has devised and used a strepital system to accompany the visual system, record your observations in your journal.

Phase 3: Phatic

Devise within your group appropriate sounds--grunts, groans, whines--to communicate each of the ideas, images, and actions listed in Phase 1. Create sounds for other words you think necessary to carry on an average conversation. Dispense with the visual aspects of your language. Again, try to make sentences, and practice within your group until you can communicate with relative ease. Record your observations after the group has completed its work.

Phase 4: Linguistic

All linguistic communication is based on bits of sounds which are combined into meaningful patterns. If you were able to communicate with ease in Phase 3, you should now be able to list the basic units of sound in your new language. The following questions are designed to assist you in analyzing the artificial language you have created. Answer as many as possible.

1. What basic sounds can you identify in your language? List them.
2. What combinations of sounds are possible? List several.
3. How are these sounds produced?
4. Do you have any way of indicating plural? possession?
5. How do you indicate tense? mood? voice?
6. How are verbs and nouns modified?
7. What is the position of modifiers in your sentences?
8. How do you ask a question?
9. How do you emphasize an idea?
10. How do you combine ideas?
11. What role does stress play in your language? intonation?
12. How does your language tell time?
13. How does it measure length and distance?

14. Do you have a number system?
15. How does your language deal with color?
16. Could your language be used to make poems which have rhyme or rhythm?

Attachment 3

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Attachment 4

EXTRAPOLATED TEENAGE DICTIONARY OF GOVERNOR'S SCHOOL OF NORTH CAROLINA--1974
OR SLANG ON THE CAMPUS

action - force of a situation
a pull - a puff from a cigarette
be cool - take it easy ; be calm
blow yer mind - lose self-control
bod - body
boogie - having a good time; dance
book - to leave; repertoire of a musical group
bomb out - make a mistake
bong - oriental water pipe
bread - money
brother - one black male person to another
cat's meow - great
check it out - look; observe; follow it through
chicken - coward
conch - someone who studies constantly
cool - not excited
cut out - leave or depart
cutting up - having fun
decked out - well dressed
dig - to understand
doing it to death - well dressed
don't count - don't consider it
drag - dull, not interesting; a bore

draw - puff
dude - man
dynamite - fantastic
fakey - false
far out - something that defies convention
fine - good looking; satisfying
fink - dud
funky - blues mood in jazz
flying - feeling good
got it made - has every opportunity
get over - to take advantage of a person
get it together - get straightened out
gig - job
grit - food
groovy - good, great
heavy - profound
hog - Harley Davidson or Cadillac
honkey - a white person
I got you covered
jam - have a good time; to party
jitterbug - a young person
jive turkey - a person who jokes
jiving - joking or teasing
keep it clean - be straight
keep on truckin' - stay in there; keep going
lid - hat or cap
main man - boy friend; one's hero
main queen - girl friend
main squeeze - best girl friend
mama - pretty black girl
man - word of greeting of Black Americans
moving in - becoming more and more aggressive
nickel - note; five dollar bill
octopus - all hands
out of sight - fantastic
pig - policeman
pitch in - help someone
pull - puff
rags - magazine
rap - to talk
ready - well dressed
red necks - greasers
ride - any motor vehicle
ride on - keep playing
right - get straightened out
right on - good going; approval
rip off - to steal
scored - to get a joke on a person
shoot - expression of disappointment (frustration)
shut eye - sleep
slide - to leave
snazzy - super
solid - truly great
square - weird
steady - regular friend

styling - well dressed
super short - refers to hair cut or dress
sure thing - no question about the certainty
swell - fine
tacky - ill composed
talk to me - phrase called when the jazz is good
tied - dull; not with the younger generation
tough - difficult
trucking - keep on doing what you are doing; dance
wach - a small piece of herb used like incense
weird - odd
what's coming down - greeting
what's going on - greeting
what's happening - what is going on
yo - everything is all right; yes
y mammy - a retort
you got it - you are with the young generation
zap - move quickly

Attachment 5

A HOUSEWIFE'S STREAM OF CONSCIOUSNESS: 11:59 A.M.-12:01 P.M.

Oh that--let it ring. It's probably Cathy with all her problems anyway. She was such a fool at bridge club the other---I loved Louise's dress. Red always makes me feel good. Hello. No this is 739-4615. Oh that's okay. Goodbye. Oh dear there's a spot on the rug and I ran out of remover last week. Jordon's got the car. Why can't we have two cars. I'm sick of riding my bike everywhere and with the little ecology mother image. It's a waste of time. Oh no it's already 12:00. Jordon will be here for dinner any minute. Let's see, chicken pot pie will take too long. Pimento cheese. Oh those curtains are so dull. He really likes bacon, lettuce and tomato. At least I've baked him a fresh pie. That always makes him feel good. Oh, those calories. Jean says weight watchers is great. But how does she know, she was slim before she started going. Where did I put the green place mats? oh, I hear the car. No, that's next door. Those people are so strange. I feel sorry for them. I miss the Minges. I wish they'd move back. It was so nice having Virginia here to talk with over coffee. That Sanka commercial is ridiculous. It's an insult to my intelligence. I'm really going to have to do something about these floors. That wax has built up so. Oh look, there is a new leaf. And just think that I just seeded that a month ago. Oh I wish I had time to sketch it. I really do have talent, but as soon as I get a sketch book--there's always something else to do. Should I slice these crossways or triangle. Triangle looks better. Mmmm--that looks good.

Governor's School Student

A HOUSEWIFE'S STREAM OF CONSCIOUSNESS: 11:59 A.M.-12:01 P.M.

I hate dishes. I'm running out of suds. There goes a sparrow splashing--his mate is washing too-thunk. When will I ever hang out those clothes--I'll let it soak a while. Dinner--leftovers--not enough--is the grocery store open? I need about two pounds of hamburger--the dirty curtains need washing--

Wanda's birthday--my gosh--ouch--that stupid knife--should I get her some more underwear--she hates it--Why didn't John call me--Lisa you are so dumb to tell Kevin he's your real child--"Once around life, once around living"--Would John be surprised--The wet apron is dripping--The baby!--The still machine--Heat mounting on forehead--narrow doorways--my baby!--Don't cry sweet thing--Yuk, she's wet--Where's the pail--Spot get away--Leave the baby. Ouch! You scratched me--you hateful mut. Why did John pick you up in the first place--Messy diapers--repulsion--holding nose--the breeze is cool on my forehead--CRASH--on the dishes--What fell?--Waaa!--Stop crying baby--Oh John, please come home!

Governor's School Student

Title: Science Fiction

Participants: Governor's School Students
Tim Cline, Cleveland County Schools
Neil Hayes, Wilkes County Schools
Linda Surratt, Union County Schools
Danny Robertson, Washington County Schools
Joanne Woody, Rutherford County Schools
Eddie Huskey, Cherokee Agency
Archie Shaw, New Hanover County Schools
Kathy Grey, Jones County Schools

Teacher Training Institute Teacher
Jerry F. Thompson, Hoke County Schools

Science Fiction Overview:

Students will be able to recognize and explain in what ways an in-depth study of science fiction as a genre will provide them with a new perspective of literature and with new perspectives of the past and present as they anticipate the future.

Objectives:

1. Identify who you feel to be the top twenty-five science fiction writers. Write a few notes concerning the general topics attributed to each writer. (Defend your choice.)
2. Define genre, and discuss science fiction as one type of genre (including these questions: (a) What is the relationship between the aims and techniques of science fiction and other areas of literature? (b) How does science fiction in its "purer" forms share the basic assumptions and goals of science? (c) What is the role of plot, characterization, and setting in science fiction as opposed to other literary forms?).
3. Define "prozines" and identify the six best on the market.
4. Define "fanzines" and identify six which have managed to survive.
5. All authors make certain sociological, political, economic, psychological, moral, and religious assumptions about life. Five assumptions (concerns, fears) of contemporary life and mirrored in science fiction. Add to the following list. Read one of the novels or short stories in each section and show how it relates to modern life. Defend the statement: "Science fiction is a pessimistic genre."

   I. Destruction of the world: a repetition of the Biblical myth of Noah, but this time without any hope of ultimate solution.
      a. Mordecai Roshwold, Level 7
      b. Nevil Shute, On the Beach
      c. Ray Bradbury, "There Will Come Soft Rains"

   II. What happens to the remaining people who are not destroyed by atomic holocaust?
      a. John Wyndham, Rebirth
      b. Walter M. Miller, A Canticle for Leibowitz
      c. Pierre Boulle, Planet of the Apes
      d. Stephen Vincent Benet, "By the Waters of Babylon"

III. Over population--resulting in starvation and pollution
   a. Pohl and Kornbluth, The Space Merchants
   b. Pohl, "The Census Takers"
   c. The Dakota Project
   d. James Blish, We All Die Naked
   e. Robert Silverberg, "A Happy Day in 2381"

IV. Fear of thought control
   a. Richard Condon, The Manchurian Candidate
   b. "The Analogues"
   c. Damon Knight, "The Country of the Kind"
   d. Donald E. Westlake, "The Winner"
   e. Dennis J. Reardon, The Happiness Cage
   f. Ralph Blum, The Simultaneous Man

V. Fear that the machine will take over and man will become its servant
   a. Mary Shelley, Frankenstein
   b. Jack Williamson, "With Folded Hands"

6. Define the following terms: satire, symbol, theme, extrapolation, analogy, and allusion. Find three specific examples from science fiction using three of these terms (not necessarily in the same book). For example, give three books which use the device of satire, identify the satire in each book, and analyze the purpose of this element in the novel, short story, play, or film.

7. Identify one novel, short story, or play in science fiction which deals with the themes of each of the following: (a) Civil Liberty, (b) moral liberty or freedom of the will, (c) political liberty, (d) economic liberty, (e) academic freedom.

8. Take one of the liberties listed in question seven and present specific historical documentation about the evolution and status of this liberty and compare and contrast the historical with the "future" of the liberty as characterized in the science fiction novel, short story, or play.

9. Prepare a talk on the past, present, and future of science fiction as a literary genre and present this talk to the class.

10. Trace the history of science fiction in the United States according to the four areas stated by Isaac Asimov. Discuss, briefly, the major development in each area.

11. Attend a science fiction movie, and review the film in a short, critical paper comparing and contrasting the relationship of the film story with the field of science fiction literature (similarities and differences between the film version and the printed version).

Accomplished Activity: The students will produce an original, creative science fiction newspaper/magazine using the format of each--including short stories, feature articles, advice columns, medical advice, horoscope, political articles, comic strips, etc.

Related Activities:

1. Read a short story and the play adapted from this short story. Compare and contrast the two.

2. Write a short play based on a novel or short story. Present the play to the class. Prepare the play as a radio drama and record the play using the proper sound effects.

3. Defend the statement: Science fiction "is indeed, I repeat, the only, the best, the greatest fiction of ideas."

4. Make a list of the main characters of ten (10) science fiction novels from your reading and list the dominant qualities of each. Explain how or in what way or ways your list confirms or refutes the statement: "The characters of science fiction are stereotyped (flat)."

5. Write a science fiction short story using the aims and techniques you have learned.

6. Read some science fiction poetry and attempt to write a poem of your own.

7. Create a "mock" newspaper based on a science fiction novel you have read. Include all sections usually found in a newspaper.

8. Write some science fiction poetry for the twenty-second century.

Book Dealers:

1. Science Fiction Sales. Howard DeVore, 4705 Weddel, Dearborn, Michigan 48125.

2. F and SF Book Company. Richard Witter, Box 415, Staten Island, New York 10302.

3. The Fantasy Collector, Camille Cazedessus, Jr., Box 550, Evergreen, Colorado 80439.

Science Fiction Organizations:

The National Fantasy Fan Federation, c/o Janie Lamb, Route 1, Box 3664, Heiskell, Tennessee 37754.

Science Fiction Writers of America. (Address varies)

Science Fiction Research Association, Thomas D. Clareson, Executive Committee Chairman, Box 3186, College of Wooster, Wooster, Ohio 44691.

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1. Blish, James, A Case of Conscience.*
2. Bradbury, Ray, The Martian Chronicles.*
3. Clement, Hal, Iceworld.*
4. DeCamp, L. Sprague, Rogue Queen,*
5. Del Rey, Lester, "Helen O'Lay," other sentimental stories in Best Science Fiction Stories of the Year.
6. Farmer, Philip Jose, The Lovers.*
7. Heinlein, Robert A., Podkayne of Mars,* Door Into Summer,* Have Space Suit--Will Travel.*
8. Henderson, Zenna, "The People" stories.
9. Jackson, Shirley, The Haunting of Hill House,* Lottery.
10. Jones, D. F., Implosion.
11. Keyes, Daniel, Flowers for Algernon.*
12. Leiber, Fritz, The Big Time,* Conjure Wife.*
13. L'Engle, Madeleine, A Wrinkle in Time.
14. Lewis, C. S., Perelandra,* et al.
15. McCaffrey, Anne, Dragonflight.*
16. MacDonald, John D., The Girl, The Gold Watch, and Everything.*
17. Miller, Walter M., A Canticle for Leibowitz.*
18. Norton, Andre, The Year of the Unicorn,* Key Out of Time,* The Sorceress of the Witch World.*
19. Shaw, Bob, Other Days Other Eyes.
20. Silverberg, Robert, Thorns.*
21. Stewart, George, Earth Abides.*
22. Sturgeon, Theodore, More Than Human.*
23. Tolkien, J. R., Lord of the Rings* (trilogy), et al.
24. Vonnegut, Kurt, Jr., The Sirens of Titan.*
25. Zelazny, Roger, Dream Master,*

*Asterisks indicate that a title is available in paperback.

Science Fiction Motion Pictures

1. Charley (1968). Based on Flowers for Algernon by Daniel Keyes.
2. Day of the Triffids (1963). Based on the book of the same name by John Wyndham.
3. Destination Moon (1950). Loosely based on Rocketship Galileo by Robert Heinlein, who also worked on the screen play.
4. Fahrenheit 541 (1966). Based on the book of the same name by Ray Bradbury.
5. Fail Safe (1963). Based on the book of the same name by E. Burdick and J. Wheeler.
6. Fantastic Voyage (1966). Book of the same name written from screenplay by Isaac Asimov.
7. 1984 (1955). Based on the book of the same name by George Orwell.
8. On the Beach (1959). Based on the book of the same name by Nevil Shute.
9. The People (1972). Based on some of the stories of Zenna Henderson.
10. The Power (1968). Based on the book of the same name by Frank Robinson.
11. 2001: A Space Odyssey (1968). Script written by Stanley Kubrick and Arthur C. Clarke from a story by Clarke. Book written from script by Clarke.
12. War of the Worlds (1953). Based on the book of the same name by H. G. Wells.

Plays and Broadcast

1. "Rossum's Universal Robots," Karel Capek
2. "Visit to a Small Planet," Gore Vidal
3. Orson Wells' 1938 broadcast based on H. G. Wells' novel, War of the Worlds

Poetry Collections

1. Imagination's Other Place, Poems of Science and Mathematics edited by Helen Poltz
2. The Space Child's Mother Goose by Frederick Windsor and Marian Parry
3. The Pill Versus the Springhill Mine Disaster by Richard Brautigan
4. Stand Up Friend, With Me by Edward Field
5. To Mix With Time by May Swenson

Resources*

1. Calkins, Elizabeth and Barry McGhan. Teaching Tomorrow: A Handbook of Science Fiction for Teachers. Dayton, Ohio: Pflaum/Standard, 1972. (Includes an extensive bibliography and activities related to the teaching of science fiction.)
2. Donelson, Kenneth, editor. Science Fiction in the English Class. (Available from NCTE)

*For other resources and extended bibliography of works listed in this section and chapter see the appendix.

3. Madsen, Alan L. "That Starlit Corridor." English Journal (Septmeber 1964), pp. 405-412.

4. Schwartz, Sheila. "Science Fiction: Bridge Between Two Cultures." English Journal (November 1971), pp. 1043-1051.

5. Theobald, Robert. Futures Conditional. New York: The Bobbs-Merrill Company, Inc., 1972.

6. Toffler, Alvin. Learning for Tomorrow. New York: Vintage Books, 1974.

7. Literary Cavalcade. Check past and present issues. One issue each year is devoted to Science Fiction; the December, 1972, issue is especially good.

II. MEDIA

Title: The Creation of the Film "Moods"

Participants: Governor's School Students--Artists

Mark Peterson, Wake County Schools
Laura Horn, Raleigh City Schools
Perry McLamb, Craven County Schools
Rhonda Waggoner, Kannapolis City Schools
Allen Edwards, Nash County Schools
John Pease, Charlotte/Mecklenburg Schools
Archie Miller, Alamance County Schools

Governor's School Advisors

Frank Faulkner
Michael Livingston

Governor's School Students--Musicians

Kevan Brown, Haywood County Schools
Robbie Hollingsworth, Avery County Schools
Quentin Leggett, Bladen County Schools
Tim Smith, Greenville City Schools
Dwight Vestal, Madison-Mayodan City Schools

Teacher Training Institute Teachers

Jean Ball, Camp Lejeune Schools
Sherron Boyd, Wilson City Schools

Primary Objective: To create a film planned, organized, and illustrated by students from the art and music departments of the 1974 Governor's School.

Process:

1. Secured used black and white 16 mm film from Bob Gregory and the experimental, animated film done by the Teacher Training Institute participants, prior to beginning project with students.
2. Presentation and discussion of the process used in creating experimental film with art students.
3. Selection of artists for creative, animated film by lottery.
4. Division of film into seven parts--introduction, five moods (carefree, frustration, chaos, despair, humor), and conclusion.
5. Bleaching of used black and white film with Clorox-water solution. (Use of rubber gloves recommended)
6. Purchasing of supplies for film (see list of materials).
7. Discussion and selection of the five moods to be presented by the artists and producers.
8. Distribution of preferred supplies by the artists. (Each student received a mimeographed form illustrating a one second time sequence.)
9. Selection of the mood to be illustrated by the individual artist.
10. Creation of each artist's conception of his chosen mood using supplies provided. (Each student was responsible for the transition between moods.) See Figure 1.

11. Preview of individual sections.
12. Discussion of appropriate introduction and conclusion for film by artists and producers.
13. Illustration of introduction and conclusion by artists.
14. Splicing of individual moods, introduction, and conclusion to achieve continuous flow of film.
15. Taped adaptation of music to film by musicians in consultation with artists and producers.
16. Copy made from original film.

Materials:

1. Used black and white film in good condition (16 mm).
2. One-half gallon of Clorox.
3. One pair of rubber gloves.
4. One drawing ink pen with assorted pen points for each artist.
5. One bottle of black drawing ink for each artist.
6. One eight-color assortment of drawing inks.
7. Masking tape.
8. Film forms (see form attached).
9. Film cement.
10. Inexpensive film splicer.
11. Projector (16 mm).
12. Tape recorder.
13. Audio tape.
14. Musical instruments.

Outcomes:

1. Introduction of animation as an art form to students.
2. Creative film process resulting in a product for use in workshops and individual classrooms throughout the state.

Problems Encountered:

1. Insufficient time allowed for a project of this magnitude.
2. Difficulty in finding an assortment of colors of drawing ink.
3. Insufficient materials to allow every interested student to participate.
4. For preservation copy had to be made from original film since ink on original readily scratched and tended to flake when run through projector.

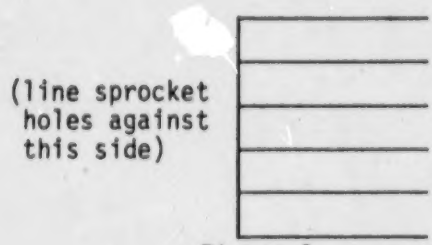

Figure 1

Title: Video Tape of "Meet Old Salem"

Participants: Governor's School Students

Tim Cline, Cleveland County Schools
Archie Miller, Alamance County Schools
John Pease, Charlotte/Mecklenburg Schools

Teacher Training Institute Teachers

Jean Beason, Shelby City Schools
Anita Cathey, Wake County Schools

Objectives:

1. To become more acquainted with VTR equipment and its possibilities
2. To acquire a better relationship by working with Governor's School students
3. To encourage others to enjoy the benefits of Old Salem
4. To give students in North Carolina an awareness of a portion of their heritage
5. To correlate all subjects together in one unit

SCIENCE - To portray how colors from natural sources are used in dyeing.
To learn steps in making thread from the flax plant.
To understand the variety of temperature regulations for bakery products.

HEALTH - To study herbs and their use in seasoning foods as well as their use in homemade medicines.

MATH - To teach the use of the abacus. To study barrel making and the exact measurements involved.
To show how land is surveyed and maps are planned.
To learn weasel measurements.
To appreciate the skills of craftsmen who constructed buildings.

SOCIAL STUDIES - To appreciate the community structure of brotherhood and unity.
To develop a respect for Moravian quest for freedom of religion.
To recognize the self sufficiency of the Moravian community.
To appreciate hardships of people of the past.

READING - To encourage the reading of biographies of famous Moravian people.
To motivate research projects in all areas.

LANGUAGES - To develop research reports and creative writing in various ways.
To teach nonverbal communication via shopkeeper signs.

SPELLING - To increase vocabulary. To study changing patterns in spelling and word meanings.

ART - To illustrate stories of Old Salem. To learn crafts such as weaving, crocheting, pottery making, candle making, wood carving, silhouetting, leather crafting, etc.

MUSIC - To appreciate the variety of music and musical instruments made by the Moravians.
To study lives of famous Moravian composers such as F. F. Hagen, Michael Weisse, and Bishop Mattias Czervenka.

Process:

1. Became interested in surroundings
2. Toured Old Salem
3. Planned for use of video tape
4. Met with Mr. Gene Capps of Old Salem for planning
5. Did research
6. Discovered two students from Governor's School
7. Paid for and encouraged student tour of Old Salem
8. Visited an actual Moravian home and church
9. Met with students for planning
10. Made objectives
    Made arrangements with children and hoops at Old Salem
11. Filmed the area
    Timed seconds of each scene
12. Taped narration to correspond with film
    Taped music for sound background after getting records
13. Sent off video tape for editing

Materials:

1. Video tape machines and TV
2. Tape reels
3. Information from various sources (books, pamphlets, magazines)
4. Motivating material from Governor's School faculty member
5. Moravian Records for background music.

"Shortcomes":

Synchronizing four busy people on different schedules with Old Salem people.

Anticipation of being allowed to film.

Lack of knowledge of equipment use.

Lack of knowledge of Old Salem in the beginning.

Anticipating weather hold ups.

Misunderstanding about where to get VTR equipment Monday morning.

Frustration of having Old Salem people waiting.

Students' alarm didn't go off.

Death of the battery in VTR.

Rescheduling to allow for battery recharging.

Had no time for breakfast or lunch.

Bread bags of sandwiches were excess baggage along with other equipment.

Second meeting battery went dead again.

Battery explosion frightened boys.

Rescheduling had to be made. New battery had to be purchased ($40.00).

New battery went dead.

Rescheduling after 40 minutes of waiting for recharging then learning it took 16 hours to recharge.

Found tape had run off reel like spaghetti.

All taping to do over again.

Lady demonstrating dying cloth hit her head on fireplace and was absent.

The water pump didn't work.

Student was hit on head with limb that fell.

Student burned hand at blacksmith shop.

Tape again was like spaghetti--worse than first time, crinkled and torn.

Little boy's three cornered hat fell apart before taping.

Lighting was not always bright enough inside.

Script required another several days partly due to our late filming.

No evaluation possible due to unfinished product because of time running out.

Assets:

Cooperation of Bill Albright, Governor's School Technical Assistant, Gene Capps, Educational Director, Old Salem, Inc. and little children.

Directing ability of Gene Capps.

Two wonderful patient, responsible boys, Archie Miller and John Pease.

No rain--much sun.

Much available research material.

Good rapport between Jean Beason and Anita Cathey.

Help of Moravian friend.

Friendliness of Old Salem workers.

Patience everyone had under stress of heat and frustration.

	VIDEO	APPROXIMATE TIME
Introduction:	Half-timbered houses Main Street	60 sec.
	Church from Salt Street	30 sec.
	Single Brothers House	30 sec.
	Market Fire House and pump on Square	30 sec.
	Church from Square	20 sec.
Vogler's from rear lead in		10 sec.

VIDEO	APPROXIMATE TIME
Vogler boy's bedroom w/ closeups	
Boys' exiting rear Vogler; off porch to sidewalk	15 sec.
Boys at pump	30 sec.
Boys walking across Square to Boys' School	30 sec.
Shot of Boys' School exterior	5 sec.
Interior Boys' School classroom w/boys--closeups abacus and	90 sec.
Bakery lead in--shot of exterior w/boys examining oven	30 sec.
Bakery interior--boys buying bread, shot of preparation room	90 sec.
Shot of Tobacco Manufactory	5 sec.
Interior Manufactory--boys watching tobacco processing	90 sec.
Herb garden w/closeups	2 min.
Lead in shot over to dye pot	5 sec.
Vegetable dying	3 min.
Blacksmith forge	3 min.
Hoop Rolling on Square	2 min.
Single Brothers House	
Cooper's Shop	1 min.
Dye Shop--spinning weasel	3 min.
Tavern--lead in shot of boys approaching	10 sec.
barn	30 sec.
kitchen	50 sec.
Boys entering Church	30 sec.
Closeups of church exterior w/steeple	30 sec.
God's Acre--entrance and closeups.	3 min.
	30 minutes Total

III. SIMULATION

Title: Future Focused Role Image

Participants: Governor's School Students

Tommy Fulghum, Wilson County Schools
Gloria Hayes, Camp Lejeune Schools
Kirsten Pilcher, Mt. Airy City Schools
Jimmy Renegar, Henderson County Schools

Teacher Training Institute Teacher

Lillian Pendley, Burke County Schools

Aim: To design a module that focuses the student on his FFRI with an emphasis on learning how to learn skills and a simulation game on futuristic schools as created by four students.

Objectives: (divided in two sections per time element)

To familiarize ourselves with meaning of FFRI and apply it to a school situation.

To give students a sense of purpose about the future.

To investigate and experiment with techniques of future forecasting.

To research information about schools now and in the future by using library and microfiche.

To use in particular two futuristic methods--the scenario and Delphi technique (adapted).

To formulate collective and personal images of the future.

To share readings done in Toffler's Learning For Tomorrow.

To create a simulation game based on futuristic school problems that students may use later.

To ask for feedback on assumptions.

To evaluate workability of game with social science group.

(accomplished above)
(add these for total module)

To use as many steps of the creative solving process as feasible and in evaluating relate students to how to learn skills.

To emphasize creativity in projecting into the future.

To question the types of learning materials that will best prepare students for a life-time living-learning experience.

To realize the importance of values and self-image for the futurist.

Process:

Introduced: Students to FFRI and LEARNING FOR TOMORROW--ed. Toffler

Brainstormed: What they thought schools should be.

Discussed: Which of these we have now and which are too ideal.

Created: Doodle sheets for them to project images of future.

Learned: How to use microfiche and where their schools could obtain these. How various alternative schools are in use now.

Forecasted: A collective image of future by writing down seven events likely to occur and then forecasting a personal image. (Stress how events in first list did not affect their personal list.)

Shared: All information found about new schools and futuristic ideas (time restricting) (and opinion gained by Delphi).

Decided: On blocs and problems for simulation game with Jimmy acting as expert (built-in Delphi).

Wrote: Scenarios and variables and time allotments.

Simulated: Tried game out on selves.

Plan: To involve four institute people and a social science group in the simulation.

Evaluation: Ask for feedback from participants and observers.

Possible Activities: (please add, subtract, adapt to students, needs, styles)

"Visiting Day"--Look at schools through the eyes of an alien

Invent a planet

Design floor plan of futuristic school

Listen to and discuss futuristic music

Investigate Fuller's I SEEM TO BE A VERB

Have a Future Week (see English Journal, January 1972)

Color Me a Future (brainstorm groups--then color)

Films: The Futurists War Games Omega At Home 2001 etc.

Contemplate McLuhan's "Message"

Do a simulated newscast or newspaper 1995

Create your own futuristic activity emphasizing creativity

Use role-playing then cross-impact games then simulations with students making their own games

Hold an all school Future Fair

Design a scenario for futuristics unit that features "how to learn" using creative problem solving

Note definitions:

scenario - hypothetical sequence of events, an imaginative history of the future

Delphi - gathers opinions of experts through an intermediary
(1) shares these opinions anonymously
(2) refines them in successive rounds of questioning
(3) results in a group consensus

Resource Books: Learning for Tomorrow, ed. Toffler (Excellent Bibliographies in first two books)
Futures Conditional, Robert Theobald
Futurist (magazine)
News (magazine by Kaiser)
Fastback (series about schools by Phi Delta Kappa)
Learning (magazine)

Futuristics Simulations[1]

Futuristics:

1. has boundaries; it is an activity that is recognizable by a distinctive subject matter and methodologies.
2. presents teachers with a new opportunity "for teaching analytical skills in a fresh and exciting way."
3. makes use of the "overspill from the future that is pouring into the present" anticipates and makes the future a learning resource.
4. offers a way to integrate diverse bodies of information. (interdisciplinary--use of scenarios)
5. is increasingly seen as an answer to the question, "How can education be directly linked to the life of the student?"[1]

Futurists Play Games

"Games, like any method, suffer from certain limitations. There is no evidence to support the claim that factual content is learned more effectively through game-playing than by traditional methods, and games alone are no substitute for learning facilitation. The purpose of the game must be clear . . ."[2]

On the other hand "games motivate and involve." Game dynamics may motivate students usually uninvolved. "Games are orderly systems which offer the student a sense of control, which in turn partly accounts for the power of the games to motivate players. Games help students understand the world by integrating selected aspects of reality in such a way that the relationships among them become clearer as the player manipulates them. Because they create student interaction, they open up the classroom to student-to-student communication, which, depending upon the nature of the game, can result in a sense of group coherence . . . Perhaps equally important they alter attitudes toward authority. Since the rules are built into the games, and are not the product of the authority of the teacher, students are less likely to respect authority blindly, for its own sake."[3]

Games designed by students offer a number of advantages over pre-designed games.

"In playing a game what is important is not whether the assumed consequences are correct. The simple process of eliciting consequences forces students to think imaginatively about social causation. It helps them clarify and make explicit their assumptions about the way things are organized at present. And, more important, it encourages the habit of thinking in terms of consequences; it suggests to them that all actions, personal or private, past, present or future, trigger reverberations."[4]

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[1]Alvin C. Toffler, editor. Learning for Tomorrow. New York: Vintage Books, 1974, p. 219-220.
[2]Ibid., p. 222.
[3]Ibid., p. 223.
[4]Ibid., p. 225.

The Future as Change Agent

"The introduction of futures into education can be more than the creation of a new course. It can contribute heavily to cognitive learning; but it also touches on affective learning and encourages the use of imagination in new ways. Moreover, the introduction of the future implies educational change. It encourages a re-examination of the organization of knowledge. Because it is inherently interdisciplinary, it implies or encourages structural change as well. And because of its open-ended character--a subject in which there are few, if any, "right" or "final" answers--it works toward a change in student-teacher relationships also."[5]

"Futurists are still learning; the present is a laboratory for the future. Waiting passively for predictions to come true or to be disconfirmed is NOT futuristics, futuribles, futures research, futurology or whatever one chooses to call the field. Imagining or forecasting future events is only a part of futures studies. Acting is the important part."[6]

"The role of the teacher in classroom games can vary considerably. The basic options seem to be participant, referee, banker, policeman, score-keeper, moderator and random-events generator." (assumption lister-listener)

"Every forecasting technique is theorectically adaptable to classroom gaming. For example, the "cross-impact" game is simple and many variations are possible"

Cross Impact

1. Write on a sheet of paper a concise description of a plausible future event. "Three-year marriage contracts become law; licenses can be renewed, if desired, by the parties to the contract at the time of expiration."
2. This event is circulated among the class, each student adding a one-sentence consequence on the paper.
3. The above will demonstrate that subjective biases can influence predictions--a point worth stressing.
   Now another single-sentence event is circulated, this time separating the responses of males from females. (Likely will reveal any sex-related forecasting biases that exist on the issue.) Do event with different groups and compare responses. (Should help students develop a more critical eye for the press, polls, and TV as well as futurist forecasts.)
4. The next step involves moving from this demonstration to a theoretical discussion of cross-impact matrix forecasting. "Students may design own matrixes or assemble one for the class. The cross-impact game can be further used to test individual items in the series. Or students can devise a Delphi survey which could contribute input for a cross-impact matrix. At the conclusion of this process, the class will have created a testable model of future events."[7]

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[5] Ibid., p. 231.
[6] Ibid., p. 232.
[7] Ibid., p. 226.

Other options using portions of cross-impact are:
Teacher makes scenario then students write passage developing consequences.
Then discuss and select three or four most likely to come true or choose speculations to be researched.
Complete a science fiction story (each student add a paragraph or all from assumed viewpoints)

Evaluation:
Video tape playbacks further involves students in appraising their work. But significant feedback does not require video equipment. It is during "post-mortem" sessions that considerable learning takes place on the part of participants and the designer.

Did the rules of the game teach useful lessons about the real world?
Was the outcome of the game plausible?
Did a sense of future time emerge from playing?
What suggestions are there for improving the game?
Discuss assumptions taken down by assumption taker.[8]

A bibliography on games, simulations, future units in the Appendix of Learning for Tomorrow, edited by Alvin Toffler and published by Avon publishers.

FUTURISTIC SCHOOL SIMULATION RULES

Simulation Game-Time Periods	Suggested
Orientation	
Start - Blocs receive scenario	5
React inside Bloc	5
Inter-bloc conferences	10
Inside Bloc again	
General School Council (GSC) (involves a chosen representative from each bloc)	15
Inter-bloc conferences	10
Solution Formulation	15
Each bloc to write a normative theory	

General Scenario
FFRI (Future Focused Role Image) High has 500 students and 50 advisors. The main features of this school are:

1. A pass-fail grading system with an intense evaluation written by teacher.
2. Career education--the atmosphere of the school exposes students to different careers in order to help them decide their life work. (fused into all courses)
3. Open classroom--a classroom in which the students basically study, grow and learn at their own rate--new, interesting and creative ways to stimulate students are used.

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[8] Ibid., p. 231.

4. 10-12 grade equivalency of high school

5. Cultural appreciation--by the atmosphere and programs of the school, students appreciate different cultures and customs and fine arts events.

6. Science fiction--school uses science fiction as a potential gateway to the future. This involves many different subjects making the school interdisciplinary. (This is not a separate course.)

Administrative Bloc (principal, superintendent)

The pass-fail grading system has created some problems. Complaints have come from both students and teachers. A great many parents have expressed bitter opposition to this system.

Your problem is to reach either total acceptance or rejection among all factions, or, if that is not possible, a compromise satisfactory to all.

Student Bloc

Students at FFRI High are just about equally divided black/white and boy/girl. There are five foreign exchange students. All students except for a small minority like the pass-fail system. Most parents don't like it and some of the teachers do not. Many of the students feel that they should be able to help with the evaluation.

85% pro P/F system 15% con 45% want student participation in evaluation process

Your objective: Your bloc must send representative to the council meeting with a specific recommendation to either accept or reject the Pass-Fail system.
You may suggest an alternative or compromise. (in general school council)

Teacher Bloc

Problem: Pass-Fail grading system
Most teachers feel this is a much improved evaluation system over previous letter grades. The comparison to other students is not as direct and the student is evaluated on his own ability.

Teachers also favor career education. This gives students a practical educational purpose. However, sometimes it makes the teacher's task more difficult. (This is not a separate course, but fused into all.)

There is some opposition to open classroom.

Grade equivalence: Much criticism has arisen to this by teachers who feel there is a negative psychological effect to older and younger students in the same class.

Science Fiction: Science and English teachers are "big on this." They assert that it helps students develop awareness of future and make many connections. This is not a separate course.

Cultural appreciation--generally meets approval. Some math and science teachers feel that all students don't need this aspect, but others feel everyone needs exposure to the arts. (interdisciplinary)

This school uses a technique to try to prepare the students for the shock of the future by forcing them to face situations involving possible and even improbable events and problems of the future. Education focuses less on factual information and more on training to handle changes and problems.

This includes how to find answers to questions through inquiry and inductive methods. This is important in a society in which knowledge is becoming more technical and specialized by leaps and bounds. Often this is accomplished by guiding the students to discover a need for and learn these skills on their own rather than by being taught.

Attitude: 75% pro Pass-Fail System
25% con

Objective: Your bloc must send a representative to the council meeting with a specific recommendation to either accept or reject the Pass-Fail system.
You may suggest an alternative or compromise.

Scenario for parents: FFRI High
500 students
50 advisors

School system consists of:

A grading system on pass or fail basis with an intensive evaluation of the child's activities throughout the year with specific comments.

Cultural appreciation including concerts, instrumental instruction, music basics, art appreciation (19th-20th century) and visits to art galleries and field trips to cultural events.

Career education where the child is allowed to see first hand the work and problems that occur in certain occupations. Regularly scheduled trips may be taken to the site of work experiences.

Open classes where the child is allowed to proceed on any grade level of any subject measuring his capabilities. For example, a tenth grader may be taking courses on any level in high school or college.

Grade equivalency where all levels, 10-12, will be interspersed in classes.

Science fiction will be read on all levels. Evaluations to be turned in.

53% of parents to FFRI approve of the entire P/F system

41% of parents agree with all sections of the school except the Pass-Fail grading system

Objective: Your bloc must send representative to the general school council meeting with a specific recommendation to either accept or reject the P/F system.
You may suggest an alternative or compromise.

Outcomes:
Game created and completed by students. (Tried it out on social science class with a student moderating and another student observing.) Each bloc contained three students and one institute person.

Even with time elements cut all around, it worked. Students said they enjoyed it and were impressed that four students created it--with teacher.

Feedback: Changes for next time
Clarify directions.

More information describing system. (within unit previous activities would do this)

Time elements need lengthening.

Add a React Inside Bloc after Interbloc.

In Interbloc only one member moves.

Define term evaluation specifically. Or could give them a sample evaluation form, or use this as a variable and have blocs submit evaluation forms.

Get more conflict is pose roles for each bloc member.

Should there be another general school council?

Parents brought out what we had expected more from students. (most opposition here)

Could make bloc I.D. tags.

Perhaps bloc members each need scenario--so would act more on information contained, this group omitted several aspects.

"Shortcomes":

It was difficult to get four students together at once.

Time element pressure: therefore, we omitted many steps in the unit and concentrated on making the game.

Only one of the four students had done any simulations, previously.

Title: Transactional Analysis or Who Is O.K.?

Participants: Governor's School Students

Eva Sutton, Cumberland County Schools
Rhonda Reid, Wilson City Schools

Governor's School Advisor

Wally Polt

Teacher Training Institute Teacher

Pat Yarborough, Burke County Schools

Objectives:

1. To define selected words/terms/phrases pertaining to transactional analysis.
2. To develop an interest in social interaction which will be evidenced by reading at least two additional books on transactional analysis or related topics.
3. To compile a list of characteristics representative of each component of the personality--each ego state.
4. To demonstrate through writing or verbalizing ability to identify each personality component by pairing observable behaviors with stated characteristics.
5. To analyze own personality by keeping a diary, log, or journal and by labeling social interactions according to transactional analysis.

Process and Materials:

1. Read I'm O.K., You're O.K. by Thomas A. Harris, M. D.
2. Read related books and/or magazine articles.
3. Discuss main ideas of transactional analysis.
4. Compose "handout" on transactional analysis to be distributed at time of class presentation.
5. Design material for role-playing to illustrate social transactions illustrating each ego state.
6. Compare and contrast transactional analysis with at least one other psychological approach.

Activities:

1. Role play: Give each participant a card stating a specific transaction. The participant creates a dialogue and presents it to the group. (Attachment A)
2. Drama: Write drama/skit. Following presentation, group will identify ego states observed in the drama.
3. Brainstorming: Discuss and compile a list of characteristics of each ego state.
4. Character sketches: The students will create character sketches to illustrate each ego state as the dominant personality component.
5. Cartoons: The students will draw cartoons to illustrate social interaction.
6. Collage: The students will make collages to represent each personality component.

Outcomes and/or "Shortcomes":

The outcome for this project is a handout which is attached, and a set of cards for this basis of a role-playing activity.

"Shortcomes" - Lack of sufficient time to work with the students.

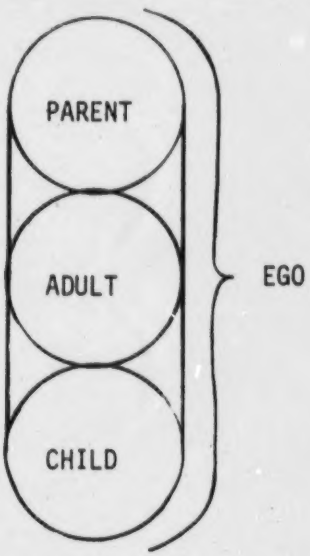
TRANSACTIONAL ANALYSIS[1]

The goal of transactional analysis is to enable a person to be freer to change if he chooses to.

Transaction is any unit of social interchange; therefore transactional analysis is the study and classification of the types of communications that occur during this social interchange.

Ego state is a consistent pattern of feelings or experiences directly correspondent to a consistent pattern of behavior.

3 types



Parent - There are two types of parent behavior:

Critical	Nurturing
Makes value judgments	Protects
Ignores	Uses praise often
Harsh tones	Shows affection
Aggressive behavior	Smiles
slaps	Encourages
frowns	Is gentle
sarcastic (comments gestures)	Is permissive or tolerant
Emphasizes weaknesses	Is patient
Place themselves above receiver	

[1]This section is paraphased and inspired by Thomas A. Harris, I'm O.K.--You're O.K. New York: Avon, 1967.

Adult Behavior

Deals with current realities
Relies on facts
Logical in thinking
Objective in outlook
Confident in abilities
Does not overreact
Calm in conflicting situations
Secure within self

Child Behavior

Natural Child	Adopted Child	Little Professor
Self-centured	Procrastinates	Intuitive, instinct (knows how to handle situations)
Impulsive and Spontaneous	Flexible	Creative
Curious	Withdraws	Manipulative
Rebellious	Compliance	
Temper tantrums		
Affectionate		

Results of these behaviors:

Parent

Critical	Nurturing
Psychological paralysis (hinders decision-making)	May cause some dependency upon parent
Mimicking--parent ego is expressed inwardly and outwardly	May promote security or insecurity
Causes guilt feelings	May promote independence
Feelings of inferiority	
Feelings of insecurity	

Adult

Develops objectivity
Encourages self-reliance
Develops ability to analyze and make rational decisions
Uses factual and practical reasoning

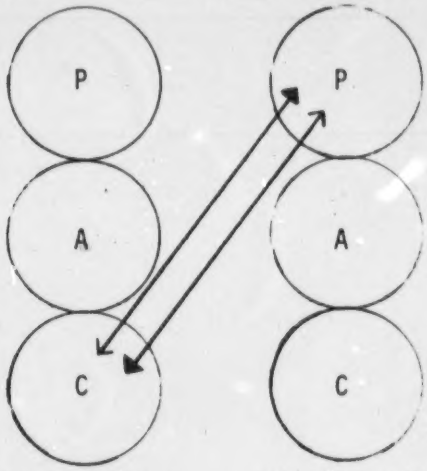
Child

Natural Child	Adopted Child	Little Professor
Could result in a self-centered individual	Compliance with society	Handles relationships diplomatically
Helps create affectionate and outgoing attitudes	Flexibility and adaptation to change	Show creativity
Could create positive or negative rebellion	Loss of individuality	
Imagination		

Different Types of Transactions:

Complementary Transactions
Cross Transactions
Alterior Transactions

I. Complementary transactions - where the sender and the receiver are in their appropriate roles in relation to one another, and therefore complement each other during their conversation. This type of transaction can go on indefinitely.



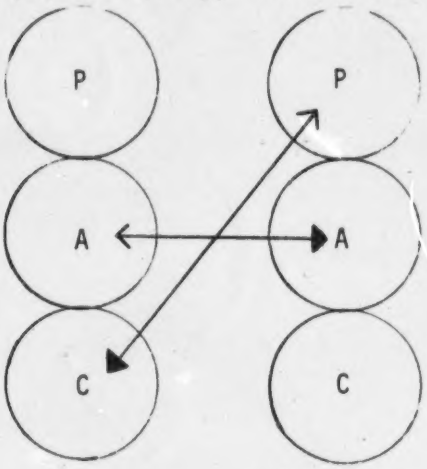
Sick Husband (Little boy)

Nurturing Wife (Good mother)

"I really feel too sick to go to work today. My head hurts and I've probably got a fever."

"Here, honey, let me get a Contac and a glass of juice."

II. Cross Transactions - uncomplementary transactions--conversation usually stops, or some type of conflict arises.



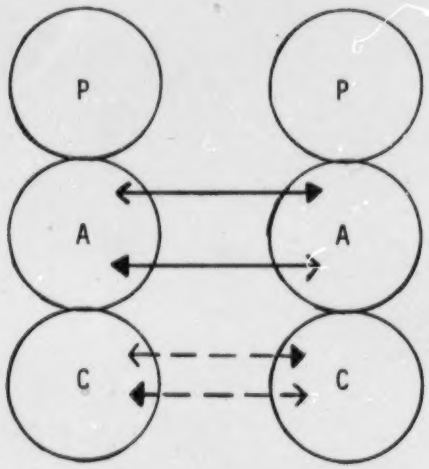
Man (Adult)

Attendant (Parent)

"We were trying to get this gas cap unlocked and dropped the key behind the bumper. Could you help us get it out?"

"Who did it?"

III. Alterior Transactions - transaction during which what one says is not what one really means.



Painter (Adult with hidden child)

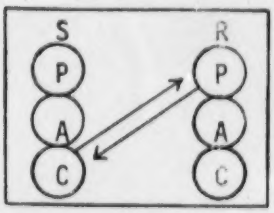
Girl (Adult with hidden child)

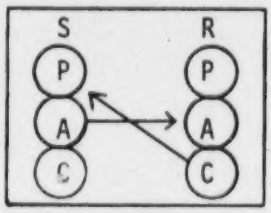
"Come on up and see my etchings." "(Let's get acquainted.)"

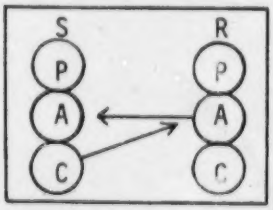
"Oh, I've got plenty of time before lunch, maybe I will." "(maybe I will.)"

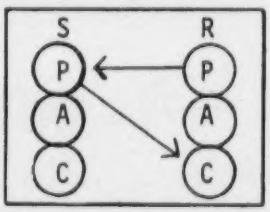
Examples of Role Playing Cards

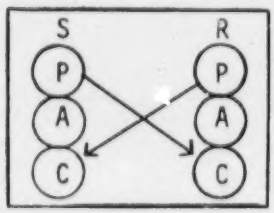
Directions: Create a social transaction to show the interactions on the cards. Role play each.

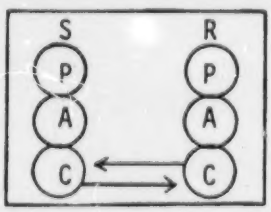


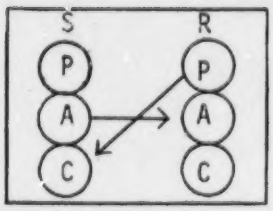


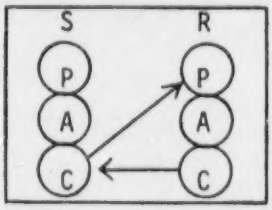


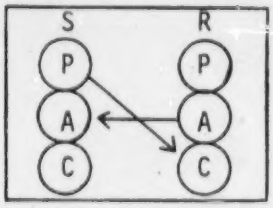


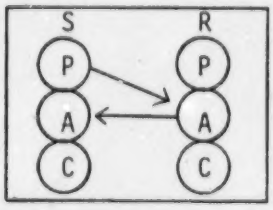












KEY: P = Parent; A = Adult; C = Child

IV. VALUING PROCESS

Title: The Moral, Social, and Biological Aspects of the Science of Eugenics

Participants: Governor's School Students

Marty Belle, Surry County Schools
Francis Richardson, Nash County Schools
Jim Ribet, Asheville City Schools
Tim Hill, Rockingham County Schools

Teacher Training Institute Teachers

Barbara Broadwell, Raleigh City Schools
Murrell Johnson, High Point City Schools

Objectives:

1. To examine the social, political, and scientific consequences of future eugenic control proposals through research (see bibliography);
2. To sample current opinion on religious and moral aspects of eugenics by polling members of the medical and theological professions;
3. To hypothesize about future changes of opinion concerning eugenic controls (i.e., public, professional, paraprofessional, and religious intellection);
4. To make a technological assessment of eugenics, present and future, by evaluating scientific methods and techniques for implementing eugenic controls;
5. To determine if adequate scientific knowledge presently exists to biologically develop a "super-race", and to determine how the existing knowledge can be used in an eugenics program by examining present knowledge and extrapolating this knowledge into its future expansion;
6. To compare religious and ethnic viewpoints on eugenics through the use of interviews.

Process:

1. To use an introductory example (conditions surrounding the birth of Beethoven present a problem of eugenics in a decision making activity with conditions surrounding Beethoven's environment prior to birth. The decision is up to the group for life or death of this unknown fetus.)
2. Compilation of bibliography of relevant materials (see Attachment I);
3. Arrangement and conducting of interviews;
4. Preparation and distribution of opinion poll (Could you morally justify selective breeding? Who decides favorable and unfavorable characteristics? What are they? How could this be enforced?);
5. Assembly and analysis of acquired information.

Evaluation: "Shortcomes"

1. A limited number of non-biased scientific journals were available for the biological portions of the project.
2. It was difficult maintaining a separation of personal views and bona fide research during the gathering of information.

3. There was a hesitancy of some professionals to state an opinion.
4. There were semantic difficulties; i.e., the ambiquities of terms such as super-race, ethics, eugenic control, etc.
5. We were unable to examine adequately past examples of eugenic control (i.e., Hitler, state control boards).
6. There was not a sufficient supply of information on local policies; i.e., state (North Carolina), counties, cities, and limited time made it impossible to obtain.
7. Due to limited time and transportation restrictions, a representative sampling of polls and interviews could not be taken and a final conclusion therefore was not reached.

Outcomes:

1. After research is completed, the development of a personal philosophy of eugenics by an individual analysis of the acquired information;
2. A determination of the feasibility of eugenic controls based on limited research of current and past information;
3. A determination of present religious, ethnic, and scientific points of view through the use of polls and interviews within limited time and resources;
4. The development of a framework with which to continue this project in a local education unit.

Attachment I

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6. Nation, 218:388, March 30, 1974.
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12. Science News, 89:371, May 14, 1966.
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15. Time, 87:46, June 3, 1966.
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Title: An Analytical Documentary of the Forsyth Drug Situation

Participants: Governor's School Students

James McQuade, Yancey County Schools
Jeff Price, Polk County Schools
Linwood Walton, Whiteville City Schools
Roberto Albanese, Tyrrell County Schools

Governor's School Advisor

Wally Polt

Teacher Training Institute Teacher

Judy Trexler, Lexington City Schools

Objectives:

1. To learn to operate properly video-tape equipment.
2. To discover techniques of interviewing through setting up appointments for interviews, listing of guide questions and actually conducting interviews.
3. To edit taped material being careful not to change the speaker's intent.
4. To explore the extent of the drug problem in this area through interviews with leading citizens. The group will also look at the things being done in the fields of prevention and rehabilitation.
5. To be objective in questioning and responding to an interviewee on a controversial topic.
6. To compile a video-tape documentary for purposes of information only. Persuasion and propaganda are not the goals. The viewer will be given factual information to absorb and evaluate for himself.
7. To become aware of the influence exerted on the public by "authority" figures.
8. To interview "authority" figures, with objectivity and discuss the relationship between freedom and authority.
9. To analyze feelings concerning the issue of freedom and authority thus changing or strengthening their present value system.

Process and Materials:

1. The group brainstormed project alternatives.
2. A list of the good points of each topic was compiled. A list of bad points for each was compiled to assist in next interviewing situation.
3. The most feasible project, according to time, money, and resources available, was chosen by group consensus.
4. A basic outline of action was prepared for approaching each interview. One member chose to be in charge of contacting possible interviewees to set up appointments. Two members were responsible for researching the interviewee's background and compiling a list of interview questions which would bring out the person's knowledge and opinions on the subject. Another member was in charge of taping and conducting the interview.

5. Interviewees were chosen from the local community. Those people who were considered "authority" figures with definite concerns about the drug situation were chosen for interviewing. Among those contacted were a mayor, director of a walk-in drug clinic, and a doctor.

6. To avoid giving the audience a slanted view each person's background was carefully included in the tape. It was hoped that this information might help the audience more objectively to weigh the opinions and motives of each speaker.

Outcomes:

1. A forty-five minute documentary was produced.
2. Students learned correct interview procedure.
3. Students learned to operate video-tape equipment correctly.
4. Students were made aware of a new source of information, community leaders.

"Shortcomes":

The major shortcomings of this project rested in the research of the interviewee's background and in the compilation of guide questions. Careful wording and objectivity are essential in questioning.

Evaluation Possibilities:

1. Group members may write a brief reaction to their tape and its effectiveness after the first viewing.
2. Group members may evaluate themselves and each other on their performance during the project on a prepared rating form. (Sample: on a 1 to 5 basis [good-bad] rate the person on the following: Did not use bias words in interview. Thorough coverage of interviewee's knowledge.)
3. Audiences may be given a brief questionnaire before and after the tape to test for opinion changes, value changes, tape's effectiveness and objectivity, and technical quality of tape.
4. Group members may be asked to write an evaluation of the present drug situation and existing drug problems. They could make a list of suggested changes for preventive or rehabilitative programs.

Title: Freedom and Authority

Participants: Governor's School Student — Governor's School Advisor

Brenda Sturdavant, Onslow County Schools — Wally Polt

Teacher Training Institute Teacher

John Sadler, Jr., Vance County Schools

Objectives:

1. To compare the degrees of dogmatism of ten teachers in the Teacher Training Institute at the Governor's School as measured by the Rokeach Scale of Dogmatism individually and geographically.
2. To compare the degrees of dogmatism of ten students participating in the Governor's School program as measured by the Rokeach Scale of Dogmatism individually, ethnically, and geographically.
3. To compare the ten students and the ten teachers as a group according to degrees of dogmatism as measured by the Rokeach Scale of Dogmatism and according to geographic location.

Purpose and Process:

In conjunction with the theme and purpose of Wally Polt's Social Science class, Brenda Sturdavant chose the "Authoritarian Personality" as a topic to explore in order to discover the relationship, if any, of the role of authoritarianism in various governmental forms. Initially, Brenda Sturdavant chose the personalities of such notables as Adolf Hitler, Josef Stalin, Benito Mussolini, and Lenin in an attempt to research the relationship of these personalities and their effects on society, i.e., "freedom." Consequently, the scope of this topic proved too extensive, and another topic was substituted, which proved to be easier to effect in a limited time framework. Therefore, Brenda and then John Sadler decided to compare ten students and ten Institute teachers concerning "dogmatism" or the desire to adhere to existing policies and standards. To begin with, they related dogmatism to the authoritarian personality using a book entitled The Authoritarian Personality by Kirscht and Dillehay. On page 45 of this book, the authors cite dogmatism as having a high positive correlation to authoritarianism, which is characterized by such traits as regimentation, fascism, and conservatism (The Authoritarian Personality, P. 97).

Next, we administered the Rokeach Test of Dogmatism to ten students and ten teachers. The following is a comparism of the findings of the study on dogmatism.

At the beginning of the project, Brenda and John hoped also to compare our statistical findings of the ten Governor's School students with ten previous Governor's School students who took the Rokeach Test at the onset of the 1971 Governor's School (our student subjects took the test after the completion of five weeks on the Salem campus). Ideally, the subjects would have a lower dogmatism score after being at Governor's School for some time. However, previous statistics on the Rokeach Test were not available for our study.

The following statistical findings are given to prove no particular point but to show the relationships of peoples from various ethnic and geographic backgrounds and their adherence to dogma. None of the statistical findings are conclusive in any form or fashion.

Brenda chose a wider cross-section of ethnic backgrounds in her survey than John Sadler did with the Institute teachers. The ten students consisted of three Blacks, five Caucasians, one Indian, and one Chinese. All of the Institute teachers were Caucasian. Therefore, an ethnic comparison between students and teachers was impossible.

The higher the score on the Rokeach Test the more dogmatic the individual. The highest possible individual score on the test is 280, the lowest possible score is 40.

Statistics (Rokeach Test)

Means Scores of Students:

Blacks (3): 158
Caucasians (5): 136.6
Chinese (1): 177
Indian (1): 157

Geographic Means Scores of Students:

Mountains: 165.6
Piedmont: 138
East: 145.5

Means Score of All Students:

145.5

Geographic Means Scores of Teachers:

Mountains (4): 134.7
Piedmont (4): 131.2
East (2): 157.5

Means Score of All Teachers:

136.5

Statistical Inferences (Students): The Oriental student was the most dogmatic of the participants, followed by the Blacks, Indian and Caucasians.

Geographical Inferences: Students from the Piedmont section of the state ranked lowest, as a group, on the dogmatism scale, followed by those from the eastern part of the state, with those from the mountain area ranking highest on the dogmatism scale.

Statistical Inferences (Teachers): Geographically, those teachers from the Piedmont ranked lowest on the dogmatism scale, followed by those from the mountain area, with those from the eastern part of the state having the highest dogmatism scores as a group.

Conclusion[1]:

Statistically speaking, after five weeks at the Governor's School, the ten teachers from the Teacher Training Institute, as a whole, were less

[1]This study only reflects ten students and ten Teacher Training Institute teachers and should in no way infer a general degree of dogmatism of the students and teachers at the 1974 Governor's School location.

dogmatic than the ten students participating in the Governor's School program. Also, teachers and students, as a group, from the Piedmont region of North Carolina scored lower on the Rokeach Scale of Dogmatism than other participants.

ROKEACH TEST[2]

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others; and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one.

Write +1, +2, +3, +5, +6, or +7, depending on how you feel in each case.

+5:	I AGREE A LITTLE	+3:	I DISAGREE A LITTLE
+6:	I AGREE ON THE WHOLE	+2:	I DISAGREE ON THE WHOLE
+7:	I AGREE VERY MUCH	+1:	I DISAGREE VERY MUCH

____ 1. The United States and Russia have just about nothing in common.

____ 2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

____ 3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

____ 4. It is only natural that a person would have a much better acquaintance with ideas he believes in than ideas he opposes.

____ 5. Man on his own is a helpless and miserable creature.

____ 6. Fundamentally, the world we live in is a pretty lonesome place.

____ 7. Most people just don't give a "damn" for others.

____ 8. I'd like it if I could find someone who would tell me how to solve my personal problems.

____ 9. It is only natural for a person to be rather fearful of the future.

____10. There is so much to be done and so little time to do it in.

____11. Once I get wound up in a heated discussion I just can't stop.

____12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

---

[2]Milton Rokeach, "Rokeach Dogmatism Scale," The Open and Closed Mind (New York: Basic Books, Inc., Publishers, 1970).

____13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

____14. It is better to be a dead hero than to be a live coward.

____15. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, Beethoven, Shakespeare.

____16. The main thing in life is for a person to want to do something important.

____17. If given the chance I would do something of great benefit to the world.

____18. In the history of mankind there have probably been just a handful of really great thinkers.

____19. There are a number of people I have come to hate because of the things they stand for.

____20. A man who does not believe in some great cause has really not lived.

____21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

____22. Of all the different philosophies which exist in this world there is probably only one which is correct.

____23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

____24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

____25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.

____26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

____27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.

____28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

____29. A group which tolerates too much differences of opinion among its own members cannot exist for long.

____30. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

____31. My blood boils whenever a person stubbornly refuses to admit he's wrong.

____32. A person who thinks primarily of his own happiness is beneath contempt.

____33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

____34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

____35. It is often desirable to reserve judgment about what's going on until one has had a chance to hear opinions of those one respects.

____36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

____37. The present is all too often full of unhappiness. It is only the future that counts.

____38. If a man is to accomplish his mission in life, it is sometimes necessary to gamble "all or nothing at all."

____39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

____40. Most people just don't know what's good for them.

Now add your score and compare with the first test average (121.03) of a group of students in the University of Massachusetts School of Education. After humanistic experiences the average score was 110.81.

Harold C. Lyon, Jr., Learning to Feel--Feeling to Learn. Columbus, Ohio: Charles E. Merrill, 1971, p. 264.

Title: Modern Society Has a Dilemma with the Moral Issues of Capital Punishment

Participants: Governor's School Students

Mark King, Pitt County Schools
Greg Abbott, Camden County Schools

Governor's School Advisor

Kathy Brandt

Teacher Training Institute Teacher

Fred Poplin, Randolph County Schools

Objective:

To research and come to an understanding of North Carolina's position as the state with the greatest number of people on death row in our penal institutions.

Process:

The three participants decided to narrow their research topic to the hypothesis: Modern Society Has a Dilemma with Moral Issues of Capital Punishment. After formulating the hypothesis, the group proceeded to identify a subtopic which related to the critical areas of the dilemma concerning capital punishment.

The Moral Issues involved were identified as follows:

1. Should society demand a "life-for-a-life"?
2. Should society be held responsible for persons committing capital crimes?
3. Should society use "deterrent to crime" as a justification for using capital punishment?

The Critical Areas of the Dilemma were identified thus:

1. How to punish capital offenders
2. How to prevent the committing of capital crimes
3. How to relate the Constitutions/Laws of the United States and North Carolina to capital punishment

Evaluation:

"Shortcomes":

1. Limited time and other scheduled activities made it impossible to complete the work.
2. Resources, both human and material, were limited.
3. Transportation for interviewing and flexible use of libraries were confining.

Outcomes:

1. The study group compiled an annotated bibliography of books and materials found in the Winston-Salem Library, Salem College Library and Wake Forest University Library (see Attachment 1).
2. Development of the knowledge of using legal resources for research.
3. Laid a foundation for continued search of this topic at the Governor's School and in the local education agency.
4. Set up a continued correspondence among the participants to continue and expand their own research and prepare for a meeting in the summer.

Attachment 1

Annotated Bibliography

Bedau, Hugo Adam, ed. The Death Penalty in America. Garden City, New York: Doubleday and Company, Inc., 1964.

Bedau has collected a complete anthology on capital punishment. The book is a compilation of articles by prominent authorities on every major issue raised today by the death penalty. This is necessary reading for an in-depth study of capital punishment.

DiSalle, Michael V. The Power of Life or Death. New York: Random House, Inc., 1965.

DiSalle, a staunch abolitionist of the death penalty, is a former governor of the state of Ohio. DiSalle argues that capital punishment is not an effective deterrent against crime. By citing several clemency cases which came before him during his term as governor, he proceeds to attempt to disprove the theory of the deterrent effects of capital punishment. This book contains some excellent reference cases, but not much logical argument.

Gardiner, Gerald. Capital Punishment as a Deterrent: and the Alternative. London: Victor Gollancz, Std., 1956.

This book is a compiling of important English cases up to 1956 by Gerald Gardiner. His subject is capital punishment. He discusses the public arguments for and against the abolition of criminal executions, as well as parliamentary debates on bills that have been brought into the English legislature concerning this controversial issue.

Gowers, Sir Ernest. A Life for a Life? London: Chatto and Windus, 1956.

Sir Gowers, as chairman of the Royal Commission on Capital Punishment, relates in condensed form the methodology and conclusions of the Commission on the deterrent effects of crime. The commission studied, both pro and con, arguments through statistical data and commonsense arguments. Their findings determined that, although the death penalty was more effective as a deterrent than other punishments, just how effective as a deterrent it was could not be determined. A good unbiased survey which logically reviewed arguments for each case.

Horwitz, Elinor Lander. Capital Punishment U. S. A. Philadelphia: Lippincott, 1973. 343-23

Ingram, T. Robert, ed. Essays on the Death Penalty. Houston, Texas: St. Thomas Press, 1971.

This book is a collection of essays written by distinguished laymen and clergymen on the issue of capital punishment. A list of the essays and their authors follows:

"The Humanitarian Theory of Punishment" - C. S. Lewis
"The Death Penalty" - E. L. H. Taylor
"Capital Punishment . . . Right and Necessary" - G. Aiken Taylor
"The Keystone of Our Penal System" - T. Robert Ingram
"Is Capital Punishment Wrong?" - Jacob J. Vellenga

McCafferty, James A. Capital Punishment. New York: Lieber-Atherton, Inc., 1973.

In this book, McCafferty has edited the various articles of fifteen distinguished authors, along with the President's Commission on Law Enforcement and Administration of Justice, concerning their viewpoints toward capital punishment. All aspects of criminal executions are explored in this edition. From the early history of, to the present--public reactions to the executions of capital offenders.

McClellan, Grant S. Capital Punishment. New York: The H. W. Wilson Company, 1961.

The author of this book has compiled various periodical issues on capital punishment--pro and con. This controversy is fully explored in these articles and the evidence can be used to support either side, depending on the interpretation.

Wolfe, Burton H. Pileup on Death Row. Garden City, New York: Doubleday, 1973. 343.23.

Periodicals

Bedau, H. A. "Deterrence and the Death Penalty: A Reconsideration," Journal of Criminal Law, Volume 61: p. 539D, 1970.

This article attacks Professor Van Den Haag's analysis of the deterrent effect of the death penalty (published in June 1969 of this journal) as having too loose a framework to be ak original model of research in this area. It sharpens the questions and cuts off the misleading conclusions surrounding the death penalty controversy and challenges criminologists and the legislators to determine empirically whether deterrence exists as a factor in the consideration.

---------- "Nixon Administration and the Deterrent Effects of the Death Penalty."

Bedau points out the lack of factual data presented by the Administration in its stand on capital punishment. Bedau feels Nixon should clarify the source and substance of its evidence.

Singer, B. F. "Psychological Studies of Punishment."

Singer analyzes some of the empirically tested data most recently amassed. He concludes that punishment can suppress criminal behavior and suggests some new forms of punishment.

Title: Governor's School as an Agent of Change

Participants: Governor's School

Fourteen students from Social Science Area (see reports)
facilitated by John Hartness

Teacher Training Institute Teachers

Ann Barnes, Goldsboro City Schools
Suzanne Brookshire, Caldwell County Schools } Organization
Nancy Craven, Thomasville City Schools, Curriculum
Eleanor Ponder, Buncombe County Schools
Stewart Stafford, Cumberland County Schools } Teacher Training
Henri Fisher

Objective:
To work mutually with Governor's School students, Institute members and faculty to draw from knowledge, experience, and our readings to identify those problems in public high schools and to seek recommendations for change.

Process:

1. Introduction of group members
   Brainstorming session about likes and dislikes of school
2. Discussion recorded on videotape
   Concerns focused on specific problem areas:
   a. grades
   b. student-teacher relationship
   c. curriculum
   Lecture by Dr. Gerald Unks on "The Ideal School"
3. Brainstorming session about the ideal school
   Notes from each session compiled, duplicated, and distributed to group members
4. Ideas generated on the ideal school categorized into areas:
   a. philosophy
   b. organization
   c. curriculum
   d. teacher training
   Students and Institute members broke into groups, according to areas of interest, to suggest recommendations in each area.
5. Small group meetings during various scheduled class time.
6. Scheduled group meetings when necessary
7. Consolidation of reports from various groups and modification as necessary to insure consistency.
8. Videotaped panel presentation of consolidated report to entire social science department for comment, discussion, and possible additions and revisions.
9. Publication and distribution of final report.

Evaluations:

1. "Shortcomes":

   Time factor pressing; scheduling of additional meetings difficult because of opposing schedules of Institute and students.

   Students' lack of experience with group process time-consuming but a necessary activity for effective product.

   More frequent interchange between small groups would have been useful.

   Resource materials needed by students in areas outside their experience

   Process not completed by Institute; final version may not truly reflect consensus of total group.

2. Outcomes:

   Interest in, concern for, and awareness of problems stimulated

   Consciousness of the complexity of the problems and the diversity of legitimate opinions as solutions for problems produced in all participants.

   Teachers and students better equipped to initiate change.

   Clarification of problems from this particular viewpoint of students and teachers valuable to various agencies in the process of change

   Creative methods of change proposed as specific solutions to recognized problems

   Experience with group process valuable for participants

   A written summary of ideas

   A videotape of the brainstorming of likes and dislikes

   A videotape of the panel's presentation of total ideas gathered

Philosophy of the Ideal School

Education today is a passive process that is done to the student not by him; his experiences with life and ideas are regarded as non-essential, even hinderances, to the school-based process of "preparation." Student encounters and thoughts are supressed as educational tools, when they are, to the person involved, the very basis of his education and needs.

Structures of the academic classroom often stifle personal development. The student knows that repeated years of grammar, general math, or even algebra, geometry, and biology are not what is necessary for his personal growth; nor, are they what he needs to associate with other people. But, after years of passivity, he also learns to accept what the teachers push at him without question. He is cast in an educational mold of memorization and regurgitation.

This educational mold is based on the work force. Each child is taught required subjects as part of his vocational training. He is expected to make only those contributions that result in profit. He is taught neither to be an individual nor to make his own contributions to society. Therefore, school should shift the emphasis from the American work ethic and to the individual. In order to do this, learning must become an active process. In order for the student to find himself and his own identity he must help mold his own education.

Why, instead of being trained into the mold of the typical "good American," can students not integrate their interests and their ideas into an education, true learning, that is appropriate for them as individuals?

Today's schools have lost perspective of their true goal. Instead of being dedicated to preparing the student for interaction in society, they seem to be preoccupied with getting the students out the door as "good," conforming citizens. Learning is not confined to any four-walled building. Children learn two of the most important things, walking and talking, outside of school; yet, our educational system seems to be based on the promise that all knowledge must be obtained at school. One of the school's most important functions must be to help the student utilize the knowledge he gains outside of school.

The ideal school should give the student the opportunity to find himself, to learn about himself, and to relate to the world around him. This can be achieved by developing the individual as a total person with a desire to learn.

The educational system should focus on helping the individual develop himself to his fullest potential. Not on making him one of the mass-produced, assembly line graduates that are turned out under the present system.

This education should produce a thinking adult capable of making logical decisions and contributing to society creatively instead of simply being someone who understands the problems of relativity, English, and the history of the United States. We are not advocating the abolition or even the displacement of academics; however, we feel that students today can be allowed to become well-rounded adults, educated in the broadest sense of the word. To accomplish this goal, educators will be required to shift their focus from academic memorization to enhancing individual self-discovery in the student.

Governor's School Students: Steve Hayes, Salisbury City Schools
Ed Milner, Charlotte-Mecklenburg Schools
Kirsten Pilcher, Mount Airy City Schools
Skip Steele, Lincoln County Schools

Organization of the Ideal School

The organization of the ideal school is one of the most important aspects of making the school a practical reality. The main concept of organizing the ideal school is that the individual should be the focus of the school. The primary concern of the school board, administration, and faculty must be the learning of each individual student.

It is taken for granted that the ideal school will have an adequate physical plant, relevant material, and sufficient funds to carry out some, if not all, of these recommendations listed below.

Although the ideal school is a goal to be approached slowly and carefully, significant changes can be brought about immediately. The purpose of these changes is to help students become mature, creative, and thoughtful adults.

Some of the changes that could be immediately enacted by the school board, administration and teachers are as follows:

1. Individual school boards should spend more of the allotted funds to hire more guidance personnel. The administration should utilize guidance personnel primarily to counsel students. Guidance counselors should respect and observe the highest professional standards of confidentiality.
2. Teachers should give concept-oriented examinations. The administration should back teachers completely in this policy change.
3. The administration should abolish the "track system." School boards should recommend a wider variety of shorter courses. Teachers should be willing to accept the burden of individualizing instruction.
4. School boards should recommend that class size be reduced as small as is feasible. The administration should distribute class sizes as evenly as possible in accordance with the teacher's individual responsibilities in the school.
5. The administration should make every effort to free teachers from unnecessary paperwork, recordkeeping, and duplication of reports.
6. The administration should set new policies for substitute teachers. Substitutes should be employed only in areas of their certification. Part of a pre-school workday should be scheduled for an orientation workshop for substitutes. Teachers should leave lesson plans and necessary information for substitutes.
7. The administration should make sure that athletics are not over-emphasized at the expense of academics and the total school program. Money budgeted for extracurricular activities should be allocated on an even scale.
8. The administration should establish an open-campus, open-hall policy thereby eliminating the need for hall passes, tardy slips, and library passes.

9. Use of the intercom should be discouraged or used only at specified times. Unnecessary interruptions in class time should not be tolerated. Teachers and administration should communicate by memo.

The committee conceived the following as long-range goals toward the realization of the ideal school.

1. The school boards should recommend changing the grading system to a pass-fail system with a lengthy evaluation of students every six weeks. Teachers should be willing to evaluate students fairly and at some length. It would be necessary to introduce this change into the lower grades first.
2. The administration should eliminate study halls except for those students who specifically ask for them. There would be six periods, but only five of them would have to be filled. During the open period, a student would have three alternatives: (a) leave school (if possible), (b) go to the student lounge for recreation, (c) register for a study hall.
3. Every month, students should be allowed to evaluate their teachers at some length. School boards should then give these evaluations as much consideration as the administration's. These evaluations should be made available to student-teacher governments also.
4. The administration should help organize a combined student-faculty government with enough power to make it more than just a symbol.

Governor's School Students: Bill Barnett, Vance County Schools
Steve Bender, Vance County Schools
Chet Cross, Brunswick County Schools
Elgin Hobbs, Cumberland County Schools

Curriculum of the Ideal School

School is said to be an institution which helps prepare us for adult life. We would like to present some suggestions to better this educational program.

The curriculum of a school should meet each individual student's needs and also be challenging to the student. To instigate change in the curriculum, conduct a survey among the students to determine student interests and needs. Courses should be designed to meet these requirements and any courses which do not should be eliminated. Career opportunities should be used as a basis for determining student's needs. The Curriculum should be structured in a way that change is continuous.

At the beginning of each course the leader should introduce students to careers and occupations that could come out of that course. Teachers should be specialists in the subjects they teach.

In the eighth or ninth grade basic courses in all subjects should be taught. Emphasis should be placed on reading, reading comprehension, and paragraph construction.

In today's school system there are too many required subjects. Some of these should be eliminated so the student will have more freedom of choice. The only subjects required should be reading skills, reading comprehension, introduction to careers, and United States Government which would replace United States History. A study of the way government operates would help a student prepare to become an active member of society.

When grouping is necessary it should be done in separate classrooms instead of having small groups within each classroom. The fact that grouping has occurred should not be stressed.

If these suggestions are carried out it would provide each student with an incentive for learning and also give him the basic knowledge that is needed. It would also help the student make a knowledgeable decision about his future career or occupation.

Governor's School Students: Henry Foust, Alamance County Schools
Kristie Beattie, Onslow County Schools
Hilda Keller, Burke County Schools

Teacher Training for the Ideal School
(Sub-Committee Report)

Introduction:

The consensus of all the students involved in this project is that the role of the teacher is vital in the learning process.

If an ideal school is to be realized, then the methods of teacher training are of paramount importance. It is the objective of this committee to present recommendations for effective teacher training.

I. Characteristics of the Ideal Teacher

A. Personal:

1. Enthusiastic about subject
2. Enthusiastic about (young) people
3. Intellectually curious--likes to learn
4. Sense of humor
5. Intelligent
6. Broadly educated
7. Open-minded
8. Honest
9. Patient
10. Physical and mental stamina
11. Self confident--comfortable self-image
12. Good voice and speech
13. Kind
14. Sensitive
15. Good memory of youth--what it was like to be young
16. Optimistic, but realistic
17. Strong, personal philosophy

B. Attitudes:

1. Acceptance of individualism
2. Loving and/or caring
3. Friendly
4. Commands respect
5. Gives respect to all
6. Creates climate of mutual trust
7. Acceptance of students for what they are, without prejudice about dress or external appearance
8. Tolerance for differences in philosophy and values

C. Professional:

1. Understanding of maturing process
2. Understanding of thinking process
3. Thorough mastery of subject matter with broad, well-rounded interests in other disciplines
4. Ability to tie together all disciplines
5. Continuing knowledge by exposure to current events and 20th Century knowledge
6. Encouragement of ideas
7. Adaptability to change and improvement in teaching methods
8. Evaluating teaching methods on basis of effectiveness with students rather than novelty

9. Synthesizer of student and administration relationships
10. Emphasis of concepts and ideas in teaching and evaluation--facts as basis for thought
11. Sense of specific educational objectives, purposes, and goals and the ability to communicate this to students
12. Uses variety of materials and methods which encourage full student participation
13. Sense of stability provides a safe psychological atmosphere in which people can be open
14. Facilitator--not fountain of knowledge
15. Provides free environment conducive to thinking and speculation

II. Methods for Training the Ideal Teacher	Who Can Do?
A. Early Identification of Prospective Ideal Teachers	
1. High school experience as aides or tutors, in curriculum or as volunteers.	High Schools
2. Research for development of an adequate measuring device to identify a desirable teaching personality (to be used in guidance for prospective teachers).	State Department and/or Colleges
B. College Training	Colleges, guided by State Department requirements for certification
1. Early exposure to classroom in variety of situations at all levels, with adequate evaluation of candidate at each step (sophomore, observation and participation; junior, intern, etc.).	
2. Curriculum should include:	
a. Course work in developing skills in human relationships.	
b. Psychology of development, motivation, learning process, individual differences.	
c. Speech training as necessary.	
d. Thorough grounding in subject matter area: must be recommended as competent by department of subject area.	
e. Broad exposure to other discipline and training in relating disciplines.	
3. Year's internship (with pay) in service before final certification. (Should be combined with pursuit of Masters in Teaching--evaluation of performance by local supervising teacher, principal, college advisor, and students.)	

C. Adequate money and prestige must be provided to attract good teacher material.

Community
Local Administration
State Department
Legislature

D. Help for new teachers

1. "Buddy System" for assistance to new teachers.
2. Workshops to provide information about procedures of administrative system.

Local Schools
Local Administrative Units

E. Those responsible for the hiring and evaluation of teachers should be provided inservice training in the skills of identifying good teachers and evaluating good teaching.

State Department and/or Local Administrative Unit

F. Continuing Training

1. Inservice training should be provided to:
   a. update knowledge in field
   b. update knowledge in other disciplines
   c. update knowledge of materials and techniques.
2. State requirements for renewal credits should be increased and the acceptable course guidelines broadened (See 2 above and add possibility of credit through observation of good teachers and teacher "swap-sessions.")

State Department and Local Administrative Unit

Governor's School Students: Malcolm Bradley, Jackson County Schools
Catharine I. Drozdowski, Watauga County Schools
Laverne Totten, Caswell County Schools

APPENDIX

It was felt that, in order to maintain a more readable publication, in some particular incidences, it would be more feasible to extend the bibliographical information at the conclusion of this publication in alphabetical form under divisions and by types of publications. It is also important to mention that the North Carolina State Department of Public Instruction paid Basic Books, Inc. for the printing of the "Rokeach Dogmatism Scale." The Open and Closed Mind, 1970, included under the section on "Freedom and Authority."

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